

REVISED – March 18, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Alan K. Moore

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Naples Elementary School

(As it should appear in the official records)

School Mailing Address 2 Academy Street

(If address is P.O. Box, also include street address)

Naples,

City

NY

State

14512-9557

Zip Code+4 (9 digits total)

County Ontario

School Code Number* 43-12-01-04-0003

Telephone (585) 374-7951

Fax (585) 374-7955

Website/URL www.naples.k12.ny.us/nes E-mail amoores@naples.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date February 14, 2005

(Principal's Signature)

Name of Superintendent* Mrs. Brenda C. Keith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Naples Central School District

Tel. (585) 374-7900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 14, 2005 (Superintendent's Signature)

Name of School Board

President/Chairperson Mr. James Gage

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 14, 2005

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
 2 TOTAL

2. District Per Pupil Expenditure: 11,428
 Average State Per Pupil Expenditure: 12,265

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 2 Number of years the principal has been in her/his position at this school.
 23 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	33	22	55		8			
1	35	23	58		9			
2	33	23	56		10			
3	33	36	69		11			
4	36	33	69		12			
5	33	35	68		Other			
6	43	46	89					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								464

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 95 | % White |
| | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 2 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	69
(4)	Total number of students in the school as of October	472
(5)	Subtotal in row (3) divided by total in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 143

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
54 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>3</u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>2</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>18</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>23</u>	<u>0</u>
Total number	<u>69</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 17 : 1

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96 %	94 %	96 %	96 %
Daily teacher attendance	97 %	97 %	97 %	97%	97 %
Teacher turnover rate	7 %	4 %	7 %	9 %	7 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The Mission Statement of Naples Elementary School is as follows:

BECAUSE WE BELIEVE THAT ALL STUDENTS CAN LEARN,
WE RENEW OUR COMMITMENT TO ASSUME THE RESPONSIBILITY
FOR TEACHING THEM. USING A COLLABORATIVE, SCHOOL-
BASED PROCESS AND EXPECTATIONS FOR THE SUCCESS OF ALL
STUDENTS, NO MATTER WHAT THEIR DIFFERENCES, THE NAPLES
CENTRAL SCHOOL COMMUNITY COMMITS ITSELF TO THE BELIEF
THAT WE CAN ACCOMPLISH TOGETHER WHAT WE CANNOT DO ALONE.

Our school is located in a small, rural town in the beautiful Finger Lakes area of Western New York State. Our Elementary School serves students in grades Kindergarten through sixth grade. Students in grades seven through twelve attend our High School building which is located directly across the street.

Both of our schools are located in the center of the village, and are one of the main focuses of the community. Community pride is high in our town, and the community is very supportive of our academic, athletic, music, and art programs.

The strengths of Naples Elementary School lie in our devoted, child-centered teachers, our small class sizes, individual attention for students, and our strong emphasis on literacy in the primary grades. Collaboration is high in our school, and teachers view all students as “ours”, not “yours” or “mine”.

We are fortunate to have a supportive and active Board of Education in our community, and excellent district leadership, all of whom promote our Elementary School. Our small, friendly school is here to provide a safe, nurturing, and stimulating environment for the children of our community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

Naples Central School District participates in the New York State Assessment Program. All Grade 4 students participate in English Language Arts and Mathematics Assessments. The English Language Arts Assessment assesses students' proficiency in the areas of Reading, Writing and Listening. At this juncture, Naples Elementary School has only one subgroup resulting in no disparities. Individual questions represent what students should know and understand as defined in the NYS ELA Resource Guide with Core Curriculum. The Math Assessment assesses students' proficiency in the area of Mathematical Reasoning, Number and Numeration, Operations, Modeling/Multiple Reasoning, Measurement, Uncertainty, and Patterns/Functions. Individual questions represent what students should know and understand as defined in NYS Mathematics Resource Guide with Core Curriculum. The following defines NYS performance levels:

ELA

Level 4 – Advanced Students consistently demonstrate understanding of written and oral text beyond the literal level. They can analyze and interpret a variety of texts, identify significant story elements, compare and synthesize information from related texts, and form insightful opinions, using extensive supporting details. Students' writing is well organized, thoroughly developed, and uses sophisticated and effective language, with few or no errors in spelling, grammar, or punctuation.

Level 3 – Proficient Students demonstrate understanding of written and oral text with some attention to meaning beyond the literal level. They can gather information, make inferences, identify theme or main idea, understand character actions, and make connections between two related texts, providing some supporting information. Students' writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do not interfere with readability.

Level 2 – Basic Students demonstrate partial understanding of written and oral text at a literal level. They can recognize basic story elements, make some inferences, and identify some similarities and differences in two related texts, providing limited supporting information. Students' writing shows some focus and basic organization, and uses simple sentence structure and vocabulary. Students follow some rules for correct spelling, grammar, and punctuation, but errors sometimes interfere with readability.

Level 1 – Below Basic Students demonstrate minimal understanding of written and oral text. They can locate and recall some stated information, and attempt to construct short and extended responses. Students' writing consists of brief, general, or repetitive statements, and reveals difficulty in organizing thoughts. Errors in spelling, grammar, and punctuation interfere with readability and comprehension.

MATH

Level 4 – Advanced Students order decimals; identify decimal place value; use percent; use estimation; apply graphical data; predict effect of a biased sample; identify equivalence within a measurement system; find linear, square, and cubic measure; model solid figures; predict probability; identify arrangements and combinations; create and describe patterns; explain reasoning; draw conclusions; analyze situations.

Level 3 – Proficient Students consistently solve multistep problems; identify odds/evens; order fractions; use manipulatives to model decimal relationships; identify percent; collect, organize, display, and interpret real-world data; use appropriate units of measure; identify points, lines, rays, planes, polygons; identify faces of solid figures; express probability; extend a numerical pattern; justify a reasonable solution.

Level 2 – Basic Students for the most part use basic facts for all operations; add/subtract with regrouping; use ordinals; order whole numbers; use whole-number place value; model operations and simple fractional relationships with manipulatives; read/interpret data; identify appropriate units of measurement; identify polygons; identify lines of symmetry; extend and describe simple patterns; solve for an unknown with manipulatives.

Level 1 – Below Basic Students may use basic addition and subtraction; identify first and last numbers; count groups of objects; use manipulatives to model whole-number relationships; recognize simple data; use counting to determine perimeter and area of simple figures; understand that some events are more likely than others; use manipulatives to explore patterns.

Additional information is located at www.emsc.nysed.gov/repcrdfall2003/links/d_431201.html

Naples Central School District has also incorporated a number of local/district-wide assessments.

These district-wide assessments are administered uniformly across grade levels in an effort to identify students that may require additional academic support. At the primary level (K – 2), teachers rely heavily on observational surveys and running records. In addition, benchmark assessments in reading and math are administered that are aligned with textbooks and performance indicators for each State Standard. At the intermediate level (3 – 6), students take the TONYSS (Test of New York State Standards), and grade level benchmark assessments that are holistic and align with the performance indicators for each State Standard.

2. USING ASSESSMENT RESULTS

Naples Central School District looks at assessment data closely. Data is the driving force for many instructional decisions – placement, remediation, professional development initiatives, and resource materials. As a District, we look at the types of questions students are struggling with, and identify where the breakdown of understanding may have occurred. Based on what is identified, we begin to analyze where the deficiency occurred. Over time, we have been able to see instructional patterns. Based on the data, instructional decisions and professional development initiatives have been implemented.

Naples Central School District has implemented many district-wide assessments. At the primary level, teachers assess students daily using observational surveys and running records, and/or the Foundations Program. This is an explicit phonemic awareness program that assesses students' understanding daily. If a student struggles, one-on-one support is provided. If a student is still struggling, a referral is made to the Child Study Team. Our Child Study Teams consist of a K–2 Team, 3–4 Team, and a 5–6 Team. Our Teams function under the principles of Dr. Mel Levine. Team members look at a child's work and identify their strengths, as well as areas that are an impediment to success. Team members analyze a child based on the following Neurodevelopmental constructs: Attention, Temporal Sequential Ordering, Spatial Ordering, Memory, Language, Neuromotor Functions, Social Cognition, and Higher Order Cognition. After a careful review of the child's learning profile, additional assessments may be employed to further identify learning needs. The following are assessments used to uncover a student's needs: CTOPP, TOWRE, Woodcock Reading Mastery Test and/or the Analytical Reading Inventory. The team reviews the additional assessment information and makes instructional strategy recommendations to the child's teachers and parents. Moreover, additional academic support is provided accordingly.

3. COMMUNICATING ASSESSMENT DATA

Naples Central School communicates all assessment data to parents and students via an individualized student academic profile for each assessment. Student academic profiles are sent home via the postal service. The academic profile describes an individual student's success for each standard assessed. The District communicates all assessment data to the community during our annual budget hearing.

Naples Central School District uses assessment data to improve student achievement. As a school, teachers annually review State Assessment and TONYSS data. Teachers compare these assessments with our District-wide benchmarks and make adjustments to our curriculum accordingly. Discussion about curriculum takes place at the building level (K-6). Department Chair Heads in grades K-2, 3-4, and 5-6 are directed to review data and curriculum accordingly. Then individual grade levels adjust curriculum, and align programs and lessons. The size of Naples Central School has an advantage in the planning process because the number of students at risk of not achieving State Standards is manageable. As a result, teachers and support staff are able to provide additional support accordingly and in a timely fashion.

4. COLLEGIAL SHARING

As a result of our academic success, many districts have scheduled school-wide visits. During the visitations administrators and teachers from other districts have met with our teacher teams, as well as administrators to question student groupings, programs, Academic Intervention Services, math programs, reading programs, how our Child Study Team operates, and how we deliver professional development. During this process, we have shared assessment benchmarks, professional development strategies, and curriculum maps. In addition, many district members have found it beneficial to observe grade-level team meetings.

Some districts request information via the telephone. We have always tried to be as cooperative

as possible. Naples Central School continues to provide information on various programs, instructional strategies, and academic services.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Overview

Naples Central School closely aligns the school's curriculum with the New York State Core Curriculum Guide for each subject area. Teachers focus on the essential questions for each theme and adhere to the State's mandated outcomes for each grade level. Explicit modeling occurs detailing the thinking process for all subject areas. Our Art, Music and Physical Education programs model explicit teaching as well. These programs support the core subject areas by challenging students to think critically.

The following outlines the core of each curriculum area:

English Language Arts K-6

The goal of language arts is to support students as they develop reading, writing, listening, and speaking skills. Within the four State Standards, teachers align lessons to the state's performance indicators for each standard. What students should know, and be able to do in each grade level, is clearly articulated (K-6). Assessments identify how students are progressing toward the appropriate standards in many different ways.

Math K-6

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically by applying mathematics in real-work settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, and probability. Within the 7 key ideas of mathematics, teachers align lessons to the state's performance indicators. What students should know and be able to do in each grade level is clearly articulated (K-6).

Social Studies K-6

The goal of social studies education is to prepare young people for productive personal and civic lives, and to help them become reflective, competent, caring and responsible citizens. Within the standards, teachers align lessons to the state's performance indicators for each standard. What students should know and understand at each grade level is clearly articulated. (K-6)

Science K-6

The foundation of the Naples Central School District Elementary Science Program is an inquiry-based approach which supports the premise that children learn best through active participation. The goal of Science Education is to foster an understanding of scientific facts, concepts, and methods within the standards. Teachers align lessons to the state's performance indicators for each standard. What students should know and understand at each grade level is clearly articulated. (K-6)

2. Reading Curriculum

Naples Elementary School has selected a balanced approach to reading with an emphasis on phonemic awareness in the primary grades. Our focus of reading instruction in grades K-2 is teaching children how to read, and in the intermediate grades 3-6, our focus shifts to teaching children strategies for reading to learn.

Our Elementary School uses two English Language Arts programs as the core of the reading curriculum. Grades K- 3 are using the Harcourt Trophies series, and grades 3-6 are using the Scott Foresman reading program. We selected these programs because they aligned with the New York State Standards and with each other. The Harcourt program was chosen by the primary staff largely due to its strong emphasis on phonemic awareness, phonic skills and strategies, and whole group and guided reading group components. Guided reading groups are consistently used in all of our primary classrooms. The Scott Foresman program was chosen by the intermediate staff based upon its consistent emphasis on comprehension skills and strategies and its supplemental spelling, writing, and grammar components. Both programs also were chosen for their engaging stories and motivating materials. Consistency between classrooms and from grade to grade was also a key goal for choosing and implementing these programs.

In grades K-2 we have also adopted a strong, multi-sensory phonemic awareness supplemental program, the Wilson Foundations Program. This program is being used for all students in every classroom, as well as in remedial and special education settings. We opted to provide this program to all students, rather than only remedially, in order to promote fluency in the later grades, and provide a consistent set of cues and strategies for all our students in these important foundational years. All our data supported that weak reading comprehension in our older students was an impediment to learning in English Language Arts, as well as math, science, and social studies. Our rationale for adopting Foundations is that if we strengthen the decoding of our primary students, they will gain fluency which will result in stronger comprehension in later years. To implement this program we have had a consultant work with our teachers on a weekly basis in the first year of implementation for grades K and 1, and on a biweekly basis this year in the implementation in grade 2.

Naples Elementary School is also fully implanted in the Reading Recovery Program. We have emphasized early intervention with approximately 40% of our first grade students. Students receive these services through four trained Reading Recovery teachers in individual diagnostic lessons every day for one half of the year. Remedial and AIS students in other grades receive support from these same teachers in small groups of three to five several times throughout the week as needed. We believe the small size of our district and the flexibility of our teachers helps us provide effective remediation to all our students.

3. Math Curriculum

Naples Elementary School uses a variety of programs to meet the New York State Standards. We have selected the McGraw-Hill Mathematics program, which is closely aligned with the standards and provides a strong foundation of math skills that will be essential at the middle and high school levels. Teachers in grades K-2 have all been trained in the hands-on Math Their Way program, and integrate these activities and experiences into their curriculum. Teachers in grades 3-6 have been trained in the Math Their Way of Thinking program, and integrate these experiences into their

individual curriculum as well. Both of these programs are hands-on, engaging math programs that foster critical thinking.

Our teachers have also developed their own units of mathematical instruction on a grade level by grade level basis. These units incorporate portions of the published program, as well as supplemental programs and teachers' own materials. Teachers have developed these units during shared planning times and extended curriculum days during summer vacations. Units are updated frequently, and will be updated again as we have recently received new performance indicators from New York State that are broken down grade level by grade level, rather than primary and intermediate. These units have been very effective, and, in combination with the core programs, have helped us to consistently score well on state assessments in mathematics.

4. Instructional Methods

At Naples Elementary School, we strongly believe that it is our small class size and the personalization of instruction from a committed highly trained staff that has led to our success, rather than specific programs. In addition to small class sizes, all Kindergarten classes have a full-time teacher aide, and each class in grades 1- 6 has a half-time teacher aide. We believe our culture of caring and individual attention in our school is our most effective instructional method. This is not to say that we do not look for the very best in programs to offer to our students. We have strong support from our Board of Education for early intervention, and this enables us to provide Reading Recovery instruction to many of our first graders and implement the new Wilson Foundations program to all students in grades K-2. We have four full-time reading professionals who deliver Reading Recovery, and additional reading support to students who have been identified as needing extra help through our Child Study Teams.

5. Professional Development Program

Naples Central School District collaborated with a team of teachers, support staff, principals, and administrators to develop a professional development plan and review process. After reviewing our Professional Development Plan and reviewing our assessment data, the team identified improving reading, literacy, fluency, and comprehension as the District's goals. This review team also identified the need to understand the root cause of student academic failure and to provide intervention strategies to overcome academic failure. Recognizing our professional development needs, the District has identified two initiatives that will improve student achievement. Teachers have been trained in Dr. Mel Levine's *All Kinds of Minds*. This training provided faculty members 42 hours of exposure in the eight neurodevelopmental constructs, handling differences in learning management of different learning profiles, understanding the demystification process, interventions, strengthening of strengths, making informed decisions about a student's learning the zone of proximal development and cognitive apprenticeship. The other initiative is professional development to improve reading instruction. The District elected to incorporate a multisensory reading professional development that is based on the research of The Wilson Foundations, PAF, and Orton-Gillingham. The combination of these programs provides an intensive, structured program for reading and writing. We strongly believe that the Dr. Mel Levine and multisensory reading professional development will provide our teachers with the tools necessary to provide all our students a strong learning foundation that will lead to increased fluency skills which will ultimately result in improved student achievement.

PART VII - ASSESSMENT RESULTS

Subject ELA Grade 4 Test New York State English Language Arts 4

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Feb.	Feb.	Feb.	Feb.	Jan..
SCHOOL SCORES					
% At or Above Below Basic – Level 1	100	100	100	100	100
% At or Above Basic – Level 2	100	100	100	100	100
% At or Above Proficient – Level 3	95	85	83	70	82
% At Advanced – Level 4	37	38	33	16	24
Number of students tested	65	84	78	74	68
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed				1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Special Education</u>					
% At or Above Below Basic – Level 1	100	100	100	100	100
% At or Above Basic – Level 2	100	100	100	100	100
% At or Above Proficient – Level 3	100	33	81	36	50
% At Advanced – Level 4	20	0	18	0	0
Number of students tested					
STATE SCORES					
% At or Above Below Basic – Level 1	*	100	100	100	**
% At or Above Basic – Level 2	*	94	92	90	**
% At or Above Proficient – Level 3	*	67	63	61	**
% At Advanced – Level 4	*	22	21	17	**

* Data has not been released yet by NY State

** Data not available

Subject Math Grade 4 Test New York State Math 4

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Below Basic – Level 1	100	100	100	100	100
% At or Above Basic – Level 2	100	100	100	100	100
% At or Above Proficient – Level 3	100	99	93	89	96
% At Advanced – Level 4	71	48	34	38	39
Number of students tested	64	86	74	74	69
Percent of total students tested	100	100	96	97	99
Number of students alternatively assessed				1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Special Education</u>	100	100	100	100	100
% At or Above Below Basic – Level 1	100	100	100	100	100
% At or Above Basic – Level 2	100	100	100	100	100
% At or Above Proficient – Level 3	100	100	100	82	100
% At Advanced – Level 4	40	33	33	18	40
Number of students tested					
STATE SCORES					
% At or Above Below Basic – Level 1	*	100	100	100	**
% At or Above Basic – Level 2	*	95	97	92	**
% At or Above Proficient – Level 3	*	79	68	69	**
% At Advanced – Level 4	*	31	22	26	**

* Data has not been released yet by NY State

** Data not available